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## EDUCATION IN THE HAWAIIAN ISLANDS.

BY DANIEL LOGAN, EDITOR OF THE HONOLULU "EVENING BULLETIN."

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NOT least among the exhibits of civilization which the Republic of Hawaii is able to make to the world is its educational system. In the year 1896 about thirteen in every hundred, or a little more than one-eighth of the entire population of the group, were enrolled in the public and private schools. Taking by themselves the native Hawaiians of full and mixed blood, something like one in every seven of them was on the school registers last year. For many years in the past it was rare to find a native Hawaiian who could not read and write his native language. There is a change now, but without retrogression. It consists of a rapid advance toward an equally universal command of English by the native people. As will be seen by figures quoted later, schooling in the Hawaiian language has been all but abandoned.

Early in the civilized government of the Hawaiian Islands a department of education was instituted. It was an outgrowth of schools which were established by the American missionaries. At the outset, the public schools were taught in the Hawaiian language. Schools taught partly or wholly in English were started as the foreign population increased. In course of time, the better classes of Hawaiians, particularly those of chiefly rank, manifested a desire for an English education. Then English schools were instituted upon the request of a certain number of residents. The Royal School, now belonging to the public system in Honolulu, was established at that time and it was so named because there the young chiefs and scions of royalty were to be educated. Kalakaua and Liliuokalani studied there. English was taught as a classic in the large mission schools at an early period. It was recognized as the vernacular in 1876 at the impor-

tant Lahaina-luna seminary, afterward becoming in that institution the dominant medium of instruction. Gradually English came to predominate until last year, when teaching in this language became compulsory in all schools, private as well as public. The law requires that every child from five to fifteen years of age, inclusive, shall attend either a public or private school taught in English. Special police called "truant officers" are appointed in every district to enforce the compulsory attendance clause.

The following is a table showing the attendance of pupils, by nationalities, at all schools in the Hawaiian Islands for the year 1896 :

Nationality.	Male.	Female.	Total.
Hawaiian.....	3,048	2,432	5,480
Part Hawaiian.....	1,152	1,296	2,448
American.....	219	198	417
British.....	105	151	256
German.....	152	136	288
Portuguese.....	2,066	1,534	3,600
Scandinavian.....	51	47	98
Japanese.....	242	155	397
Chinese.....	641	280	921
South Sea Island.....	15	13	28
Other Foreign.....	57	33	90
Grand total.....	7,748	6,275	14,023

The teachers and pupils of both government and independent schools, with the number of schools of each class, will be found separately enumerated in the following table :

	No. of schools.	Teachers.			Pupils.		
		Male	Female.	Total.	Male.	Female.	Total.
Government.....	132	111	169	280	5,754	4,435	10,189
Independent.....	63	72	130	202	1,994	1,840	3,834
Grand totals.....	195	183	299	482	7,748	6,275	14,023

Of the foregoing there are two government schools taught in Hawaiian by as many male teachers, having 22 male and 26 female pupils, a total of 48. By nationalities, the teachers in government schools are classified thus : 49 Hawaiian, 53 part

Hawaiian, 105 American, 52 British, 2 German, 1 French, 1 Belgian, 5 Scandinavian, 11 Portuguese, 1 Chinese. The nationalities of teachers in independent schools are as follows: 15 Hawaiian, 10 part Hawaiian, 121 American, 24 British, 6 German, 4 French, 6 Belgian, 1 Dutch, 1 Scandinavian, 2 Portuguese, 2 Japanese, 11 Chinese.

Here is a comparative statement of school attendance in six years :

	1880.	1890.	1892.	1894.	1896.	1897.
Hawaiian .....	5,820	5,599	5,353	5,177	5,207	5,480
Part Hawaiian .....	1,247	1,573	1,866	2,103	2,198	2,443
American .....	253	259	371	285	386	417
British .....	163	139	131	184	200	256
German .....	176	199	197	208	253	288
Portuguese .....	1,335	1,813	2,253	2,351	3,186	3,600
Scandinavian .....	40	56	71	83	96	98
French .....	0	1	5	5	8	2
Japanese .....	54	39	60	113	261	397
Chinese .....	147	262	353	529	740	921
South Sea Island .....	16	42	36	35	29	28
Other foreign .....	19	24	16	34	52	88
<b>Total .....</b>	<b>8,770</b>	<b>10,006</b>	<b>10,712</b>	<b>11,107</b>	<b>12,616</b>	<b>14,023</b>

During the past year there has been a gain of 1,407, or 11 per cent. Hawaiians of full blood have increased 273, or 5 per cent.; part Hawaiians, 250, or 11 per cent. Portuguese have increased in number 414, or 13 per cent. Of the entire attendance, 56½ per cent. is Hawaiian or part Hawaiian, and 25 per cent. Portuguese. There is a significant increase in the number of Chinese and Japanese, although the proportion of these nationalities is still small. With such a variety of children of other tongues than that taught, it is not surprising to learn that high school studies are engaged in by but a small proportion of pupils. Mr. H. S. Townsend, Inspector-General of Schools, says in his report that in Honolulu only 4 per cent. of the children in the public schools are pursuing studies of this class, whereas in cities of similar size in America the average is about 10 per cent.

The figures given above show that, at the opening of the present year, between 12,000 and 13,000 children of Hawaiian and European nationalities—or the races entitled to the electoral franchise under certain property and educational restrictions—

were being educated in the English language within these islands. This is more than 12 per cent. of the entire population (census of 1896) of 109,000, whereof 46,023 are Asiatics who are not eligible for the franchise. So large a school attendance of the enfranchised nationalities augurs well for the wholesome growth of an intelligent body politic. At the same time, there seems to be no small significance in the recent immense increase of Chinese and Japanese pupils. Any who deplore this exhibit must be of narrow mind. While it does not imply insensate race prejudice to regard with serious apprehension the continued large influx of Asiatics, yet, as it is certain that a large proportion of those now in the country will, like the poor, be always with us, it is against sound wisdom to deprecate anything that will raise the grade of their intelligence. The more near an Asiatic is brought to Western ways, the less dangerous a competitor will he be in labor or business. Civilization breeds wants, and wants make the cheap man dear. At any rate, the remarkably increasing thirst of Asiatics in Hawaii for an English education speaks volumes for the potency of Hawaiian civilizing influences. The fact that our educational system is broad enough to accommodate, and hospitable enough to welcome, all comers reflects some glory on this little country. Even the public schools of the United States, whose praise is in all ends of the earth, are not doing more effective work than the schools of Hawaii in refining out the pure gold of humanity from the crudest of raw materials.

The Hawaiian public school system is essentially American. It employs American text-books almost exclusively, which, of course, include for the higher grades the cream of English classics. The only exceptions are Hawaiian geography and history. More than one-third of the teachers in all schools, public and independent, are American. It is no slight testimony to the efficiency of the system that Hawaiian and part Hawaiian teachers come next in number to American, and form but a little under one-third of the entire teaching staff. This is a happy result of the policy of training teachers at home, as these are acquainted from the first with the peculiar difficulties of conducting a school of mixed races. For many years home-trained teachers had to do their best to earn certificates by working upon the furnished syllabus of periodical examinations, but within the past few years there has been established at Honolulu

a normal school with a practice-school attached. From this institution a constant supply of scientifically trained teachers is assured, which, it is hoped, will soon overtake, or, at least, approach the demand. An admirable feature of the system is the virtually permanent tenure of the teacher's office. Teachers are employed during the year. Schools are in session, even in remote country districts, for forty weeks of the fifty-two. Once employed, teachers are privileged to remain in the service until they resign or are removed for cause. Removals are rare. Within a few years past a splendid *esprit de corps* has developed among the teachers. They have formed associations in the different islands for mutual improvement in the profession, and they hold a national summer school with the same purpose each year in Honolulu. Eminent educators from the United States are induced to become the principal lecturers before the summer schools. The Inspector-General, who is chief executive officer under the Board of School Commissioners, is in nothing more zealous than in stimulating the teachers to effort in this line of mutual improvement.

By an Act of the Legislature of 1896 the school system of Hawaii has been raised from the rank of a bureau to that of a department of the government. The Minister of Foreign Affairs is also Minister of Education and the President, *ex officio*, of a board of six commissioners, of whom three may be, and two are at present, ladies.

The Constitution of the Republic of Hawaii prohibits any aid from the public treasury to sectarian schools—another point of contact with the American school system. Formerly it was the regular practice of successive legislatures to pass grants of money to schools under the control of different religious denominations. Instead of becoming weaker from the withdrawal of public aid, the independent schools last year exhibited an increase of attendance proportionate to that of the public schools. There are several fine institutions, under both Protestant and Catholic auspices, firmly established in the islands. Oahu College, at Honolulu, a foundation of the American Mission, has now a handsome group of modern buildings. It has chairs established in the ancient and modern languages and natural philosophy, besides the usual academic branches. Students frequently graduate from it to enter universities in the United States for higher

education or courses in their affiliated schools of the learned professions. St. Louis College, also at Honolulu, is conducted by Roman Catholic Brothers, giving instruction from primary to classical grades, with music and drawing as specialties. It is only open to boys, but it has more pupils than any other school in the islands. Iolani College, owned and directed by the Anglican Bishop of Honolulu, with an able staff of instructors, is a high-class academy doing substantial work. The Kamehameha School for boys and girls, founded by the will of the late Mrs. Charles R. Bishop, a royal princess of Hawaii, besides giving tuition from primary to high school grades, inclusive, affords the benefits of manual training in various branches of industry. There is also a normal school for the training of teachers attached to this noble foundation. Manual training, it may be said, is being introduced into the common public schools of the country wherever practicable. Honolulu has long had a reformatory school in which agricultural and mechanical industry has been taught to the wayward lads sent there for reclamation.

Hawaii has practically a free school system, the only exception being a group centering in the Honolulu High School. This is under authority of a section of the new school law, which provides "that the department may, in its discretion, establish, maintain, and discontinue select schools, taught in the English language, at a charge of such tuition fees for attendance as it may deem proper; provided, however, that such select schools shall be established only in places where free schools of the same grade for pupils within the compulsory age are readily accessible to the children of such district."

Out of the total appropriated expenditures of the Hawaiian government for all purposes, \$1,939,978.50, for the two years ending December 31, 1897, the amount for the support of public schools is \$404,000. As the independent schools are also sustained out of the pockets of the people, the aggregate contributions of the population to the cause of education are in nowise shabby. On the whole, Hawaii may be proud of her schools. They will not be the least valuable part of the estate that she will bring into the American Commonwealth.

DANIEL LOGAN.